



CPEC

News Release

California Postsecondary Education Commission
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FOR IMMEDIATE RELEASE

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K-12 teacher professional development projects awarded \$9 million

10 grant projects aim to serve 800 teachers in schools statewide

SACRAMENTO — September 15, 2010 — The California Postsecondary Education Commission (CPEC) has awarded nearly \$9 million in grants to help California teachers from high-need school districts. The grants were awarded to ten partnerships that will provide professional development activities that bring together K-12 teachers and institutions that educate and prepare teachers, for the purpose of narrowing the achievement gap.

The 2010 Improving Teacher Quality (ITQ) initiative allows grant projects to serve any grade. The projects are expected to begin activities by October 1. The grants are for three years of activities, with a fourth year to allow for collecting and analyzing data, and completing evaluation research.

Commission Chair John Perez, a retired teacher, said, "During my years at CPEC, I have been impressed with the quality of the ITQ program. I consider it a prime example of true, authentic professional development. This program supports the high-quality, job-embedded, and sustained professional development that every teacher needs and deserves regardless of how long they have been in the classroom."

Nationally, state agencies for higher education, like CPEC, fund the ITQ program through Title II-A of the federal No Child Left Behind Act of 2001. The goal of ITQ is to ensure that all students have access to highly qualified teachers.

For this year's competition, grantees were asked to center their proposals on the needs of the school district, its teachers and students, and the resources of its college and

What is a high-need Local Education Agency?

Serves at least 10,000 children from families below the poverty level. OR

At least 20% of the children ages 5–17 living within the district boundaries are from families below the poverty level.

AND

A high percentage of teachers who are not teaching in the academic subjects or grade levels that they were trained to teach. OR

A high percentage of teachers with emergency, provisional, or temporary certification or licensing.

—MORE—

university partners. Specifically, grantees were asked to refer to the California Department of Education's *Closing the Achievement Gap: Report of Superintendent Jack O'Connell's P-16 Council* recommendations published in January 2008. The purpose of the report remains "to develop, implement, and sustain a specific, ambitious plan that holds the State of California accountable for creating the conditions necessary for closing the achievement gap."

Universities with schools of education form partnerships with departments of arts and science and local K-12 school districts. The purpose is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality, and ensure that all teachers are highly qualified and effective.

"It is vital that the very institutions that prepare our teachers stay involved with those teachers from the moment they enter their profession to the day they retire," said CPEC Executive Director Karen Humphrey. "I have not yet witnessed a more effective way for universities to transform their own practices than by working side-by-side with K-12 professionals."

To learn more about the 2010 ITQ open grants competition, visit www.cpec.ca.gov/federalprograms/2010RFP_1.asp.

Core subjects covered by ITQ grants

Mathematics	Civics and Government
Science	Economics
English	Arts
Reading or Language Arts	History
Foreign Languages	Geography

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The California Postsecondary Education Commission was established in 1974 as the state's higher education coordinating agency. CPEC conducts research and advises the Governor, legislators, and other agencies on higher education issues. CPEC maintains the state's most comprehensive higher education database.

2010 ITQ Projects

These projects were awarded grants ranging from \$500,000 to \$1 million.
Information is available at www.cpec.ca.gov/federalprograms/teacherquality.asp.

These individuals are project directors in charge of administering ITQ grant projects.
Please contact them to schedule media interviews.

UC Davis – School of Education CRESS Center, College of Letters and Science
Twin Rivers USD – Martin Luther King Jr. Technology Academy, Grant Union High School
Closing the Achievement Gap Write Now: Using an Innovative Literacy Program to Strengthen Teacher Practices and Pedagogy
Award: \$926,286
Vajra M. Watson – vmwatson@ucdavis.edu – 530-752-5205

CSU Long Beach – Mathematics and Statistics, Advanced Studies in Education and Counseling
Long Beach USD – Cabrillo, Jordan, Lakewood, Millikan, Polytechnic, Wilson High Schools
The CSU Center to Close the Achievement Gap
Project EQALS: *Evidenced-based, Quality Professional Development in Algebra for Learners' Success*
Award: \$996,284
Cara Richards-Tutor – crichar4@csulb.edu – 562-985-1938

CSU Long Beach – History, English, Liberal Arts, College of Education
Long Beach USD – Cabrillo and Jordan High Schools
The History Project at CSU Long Beach and CSU Dominguez Hills
Content-Area Literacy and Academic Success for Students
Award: \$920,395
Dave Neumann – dneumann@csulb.edu – 562-985-2122

UC Irvine – Center for Learning through the Arts and Technology, Science Education, Educational Media Design
San Diego USD – Serving 25% of the 60 lowest-performing elementary schools in San Diego
The Teaching Artist Project, Grades 3-5
Award: \$1,000,000
Liane Brouillette – lbrouill@uci.edu – 949-824-4317

UC Davis – Linguistics, School of Education
Robla School District – K-6 schools: Glenwood, Bell Avenue, Robla, Taylor Street, Main Avenue
Sacramento County Office of Education
Strategic Alliance II
Award: \$525,449
Rebecca Ambrose
rcambrose@ucdavis.edu – 949-824-4317

CSU San Bernardino – Biology, College of Education
Coachella Valley USD – Oasis Elementary School
WestEd K-12 Alliance, Science and Technology Programs
Full Option Science Systems – Lawrence Hall of Science at UC Berkeley
Science Writing Impacts Real Learning
Award: \$991,537
David Polcyn – dpolcyn@csusb.edu – 909-537-5300

UC Berkeley – Graduate School of Education, Lawrence Hall of Science
Oakland USD – Six to ten elementary schools
Collaborative Approach to Learning: Bridging Language and Science Teaching
Award: \$999,677
Joanna Totino – jtotino@berkeley.edu – 510-643-3478

UCLA – Graduate School of Education Center X, Mathematics
Los Angeles USD – Fremont High School
Fremont Achievement in Mathematics for Excellence
Award: \$866,544
Kyndall Brown – kbrown@gseis.ucla.edu – 310-825-1112

UC Irvine – History
Vanguard University – Graduate Program in Education
Santa Ana USD – Carr Intermediate School, Valley High School
Orange County DOE
UCI Center for Educational Partnerships
Integrating Academic Literacy to Close the Achievement Gap
Award: \$993,176
Kara O'Keefe-Fos – kokeefe@uci.edu – 949-280-1995

Fresno Pacific University – Education, Natural Sciences
Tulare City School District – 36 teachers from 14 elementary schools
WestEd – K-12 Alliance
Bringing Language and Science Together in Tulare
Award: \$958,807
Steve Pauls – spauls@fresno.edu – 559-453-2244